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READING IN THE ELEMENTARY SCHOOLS OF INDIANAPOLIS, VI: THE READING MATERIALS

FRANKLIN BOBBITT

University of Chicago

HYGIENE, SANITATION, ETC.

For the teaching of this subject a text-book is employed which is not here listed in the reading list. In this field a text-book is good simply as a reference book and for the organization of the subject. The experience through which one becomes trained should be on the one hand practical action, practical observation, etc., and on the other it should be vicarious experience obtained through reading concerning the health and sanitary condition of the world about one. This latter type of reading program has not been developed in the Indianapolis schools. The following list presents the titles of certain books that might be used for the purpose:

HEALTH READINGS

- Gulick: Hygiene Series, 6 vols.
- Woods Hutchinson: Hygiene Series.
- Ritchie: Hygiene Series.
- O'Shea and Kellogg: Hygiene Series.
- Dawson: *Boys and Girls of Garden City*.
- Brown: *Hygiene for Young People*.
- : *Health in Home and Town*.
- Knight: *Hygiene of Young People*.

MYTH, FANCY, AND FAIRY TALES

A very large proportion of the materials provided in the primary and intermediate grade readers is of this character. In addition to that found in the many readers, there are also a number of books of this type:

- 35. Scudder's *Fables and Folk Stories*.
- 43. Harding's *Greek Gods, Heroes and Men*.

- 56. Horton's *Heart of Oak*, Book III.
- 63. Baker and Carpenter's *Norse Stories*.
- 64. Longfellow's *Hiawatha*.
- 66. Ruskin's *King of the Golden River*.
- 74. Hawthorne's *Wonder Book*.
- 76. Stockton's *Fanciful Tales*.
- 83. Hawthorne's *Tanglewood Tales*.
- 110. Lowell's *Vision of Sir Launfal*.

Stories of this character have a rightful place. Probably most of them should be optional, however, and not required. For the purpose, most of these readings are well chosen. This probably cannot be said of Nos. 43, 76, and 110. The first of these is not very readable; the second, though readable enough, occupies space and time that might well be given to more important reading—it might be a good library book instead of one of the minimum essentials; and the third is too difficult for the grammar grades. Stories of this type especially should be mere mental recreation. They should be rapidly read in order to be rightly enjoyed. This will then leave time for more important types of experience. Any readings of this character beyond the primary grades which require stopping for study should be placed upward in a higher grade where they can be covered rapidly, or they should be eliminated altogether.

LITERARY READINGS

The major portion of the reading course is of a literary character. Many of the books which we have included in the foregoing list appear to have been chosen simply as interesting literature and not for any purpose lying beyond. All of the readers examined are of an ultraliterary character and are of little service for the reconstruction of most of the types of experience which we have above enumerated. Many of the books are well chosen. Of this type we would mention Nos. 4, 17, 35, 39, 40, 48, 50, 56, 57, 64, 65, 66, 74, 77, 83, 90, 97,

99, 105, 107, 108, and also many of the miscellaneous selections in the readers. There are few really questionable or poor books of this type in the list. It can be said, however, that quite a number of them are too difficult and present sentiments that are too mature for the classes in which they are to be read. This is especially true of a large number of the selections in the intermediate and upper-grade readers, especially those that present only extracts from longer literary selections.

In schools so advanced as those of Indianapolis, the school reader except for the primary grades has no longer any legitimate place. The traditional reader was and is yet largely compiled upon the presumption that the contents of a single book are to provide the work of a class for an entire year and in some cases for two years. Necessarily the selections must be rather difficult, requiring much introductory discussion and much labor of various kinds in the development of the ideas and sentiments. If not of this character and with only one book for the class, the teacher runs out of work before the end of the year. The book is mainly for discussion experience, not for the purpose of reading experience. Now discussion, conversation, social intercourse, personal contact of teacher and pupil, are of incalculable educational value, and some of this may very well arise in connection with literary selections. It must be kept in mind, however, that, while it may be good educational experience of one kind, in the main *it is not reading*. To have reading experience there must be an abundance of reading opportunity. The reading is not normal in intermediate or grammar grades unless one is covering 25 to 50 pages per hour. There is not a sufficiency of this reading experience for the purposes in view unless the pupil reads several hours per week. Thus the slowest pupils should read not less than 250 pages per week, and the more rapid ones should read 600 or more per week. Now the

traditional readers are in no wise adapted to this modern type of reading experience. They should be discarded.

The statement was heard in a number of quarters in Indianapolis that the reading material is altogether too literary. It is the judgment of the writer of this report that altogether too large a *proportion* of the time is devoted to readings of this character. It is not meant by this statement that too much literature is read by the children. As a matter of fact, the children cover but a small fraction of the literature that they ought to read. As above mentioned, there should be a large increase in the volume of historical, geographical, biographical, scientific, industrial, sociological, and other types of reading so as to bring about a better balance than now obtains. But at the same time there should be an increase in the opportunities of the pupils to read books of a purely literary character. This reading should be largely optional, mainly the reading of library books supplied to the rooms in single or few copies.

In developing speed, facility, and a habit of reading, children must read abundantly of things that appeal to them. For most, it is books of the two types here last discussed that will make the largest appeal. The lists of minimum-essentials supplied in sets and of individual room-library copies should be rich and full upon all grade-levels. Here, as in the other reading fields mentioned, entirely suitable books in sufficient quantity for each grade cannot always be found. But the offerings are very numerous; and the average quality improves year by year.

Possible titles from which to select are so numerous that space forbids presentation here. We recommend the use of lists found in the following books:

1. "Library and Supplementary Reading." Books recommended for use in elementary schools. By O. F. Munson and J. H. Hoskinson. In the *Sixteenth Yearbook of the National Society for the Study of Education*, Part I, pp. 33-59; Bloomington, Ill.: Public School Publishing Co., 1917.

This presents a composite list of the books commonly used in the schools of fifty large American cities.

2. *The Elementary Course in English*. By J. F. Hoscic. Chicago: The University of Chicago Press, 1911. Pp. 150.

This suggests excellent lists for each grade.

3. *Children's Catalog of 3500 Books: A Guide to the Best Reading for Boys and Girls*, based on fifty-four selected library lists and bulletins. By Corinne Bacon. White Plains, N.Y., and New York City: H. W. Wilson Co., 1917. Pp. 527. \$7.00.
4. *Children's Reading*. By F. J. Olcott. Boston: Houghton Mifflin Co., 1912. \$1.25.
5. *Fingerposts to Children's Reading*. By W. T. Field. Chicago: McClurg & Co., 1911.
6. *One Thousand Books for Children*. By P. W. Coussens. Chicago: McClurg & Co., 1911.

The reading program that we have been discussing is too large for the elementary school alone. If everything could be accomplished in the elementary school, really there would be no reason for continuing our high schools. The reading program we have indicated is one that really requires a portion of the time of one's entire educational career, elementary school, high school, and college. It is not possible, however, rightly to see what is to be done in any portion of the entire school organization without looking to the entire program that is to be carried out upon all levels. While much of the reading experience is to be accomplished upon the high-school level, the beginnings of the entire program are to be made in the elementary school. It is there that the broadest possible foundation should be laid for everything that comes after. Since for many it will constitute the only directed reading experience they will ever have, there is additional reason for making it as full and complete as possible.

Reading of the kind prescribed and for the purposes mentioned must be mainly an individual matter. It must be accomplished in the quiet of the home, in school study-rooms,

or in the reading-rooms of libraries, where there is nothing to interrupt, nobody to intervene between the printed page and the reader. It will be silent reading; it should largely be done outside of the regular school hours; it is not a thing in which the teacher can at the moment give any help. Previous to the pupil's reading the teacher can stimulate, encourage, guide, and help in many ways, but after the pupil gets at his reading the teacher's work is done. From that point on the problem is one for pupil alone. Where the reading is by classes, often or perhaps usually, there should be discussion afterward; but the less the pupil is conscious of this coming discussion during his reading, the better it will be for the reading experience.

If the practice of cities in general is correct, then Indianapolis does not give sufficient time upon the program to the reading. This is sufficiently indicated in Table II¹ of Mr. Gray's article. This abbreviated attention is not a necessary condition. The present school day in Indianapolis is only about four and one-half hours, or twenty-two and one-half hours per week. It might well be five hours per day, or twenty-five hours per week. Such an extension of the school day would permit a doubling of the time given to reading. This would permit Indianapolis to give as much time to this subject as the average of American cities. It is the belief of the writer that reading of the character we have tried to describe and for the purposes mentioned is more important than any other subject now to be found in the elementary-school curriculum; yet it is given less time in intermediate and grammar grades than certain other less essential subjects.

Much of the time can be found and is at present being found by more thoughtful teachers by developing fulness of reading experience in connection with classes in history,

¹ *Elementary School Journal*, January, 1919, p. 347.

geography, elementary civics, elementary science, hygiene, etc. Much of the reading is accomplished simply by introducing what we have called experiential training into these fields and the elimination in part, or the diminution, of the feebler fact-learning types.

Other time can be gained by developing the technique of stimulating pupils to home reading and of holding them responsible for such reading. This is a technique of a very subtle nature, since such experience on the part of the pupil must be voluntary. The teacher's task is to control the inner springs of conduct. This task involves a personal relation between teacher and pupil that is very different from the traditional coercive relation. The technique is not a thing that can be developed in a day or a year. It is a thing that must be gradually and patiently worked out; but when done it means greater efficiency and economy and easier and more satisfying work for the teacher.

At present there is a large excess of difficult reading selections. We recommend, however, that for the intermediate and grammar grades the selections be easy enough to permit rapid reading on the part of the pupils, and that none of them be so difficult as to require slow reading. Occasionally, very difficult selections might be used for the purpose of personal discussion of the sort mentioned on a previous page. We are not here referring to that type of material; nor to that type of experience which in the main is not reading experience. Reading experience should be like the witnessing of a play at the theater. It should be easy for the spectators to follow the action. The play is marred by any difficulty which prevents an easy following of the action. The use of a vocabulary which is not understood, the reference to too many historical, mythological, or other matters with which the spectators are not familiar, or the intrusion of the stage machinery—all these

things are interferences and prevent the proper type of experience. Now in just the same way the printed page should present rapidly, clearly, and with the least interference possible the imaginative vision to the inner eye of the reader.

If there is sufficient variety and volume of reading experience upon these not difficult levels, this will be sufficient to develop within the pupil the ability to rise to ever higher and higher levels of understanding and appreciation.

A moderate amount of the reading materials in the Indianapolis list is not of a type that can be interesting to children. While in this utilitarian age interest sometimes tends to be frowned upon, yet we are coming to demand initiative and inner motivation of educational activity. These depend upon the inner driving power of interest. As a matter of fact, the greater the interest that we can develop the greater the power that we have at our disposal to be harnessed up in the production of the desired experiences. A reading selection in which the child has no interest, native or derived, can be of little or no value to him. The results are superficial and soon lost.

Most of the reading thus far referred to must necessarily be silent reading. The things essential for this type of reading are: the child; the book; interest in the book; the time; and a quiet, comfortable place free from interruption. One would think that the teacher's task in securing and directing silent reading would relate mainly to the securing of these essentials. Indianapolis was found to be laying far larger emphasis upon silent reading than any of the several cities thus far visited in the course of quite a number of surveys. But there is a question as to whether the city has made any clear definition of the educational purposes of the silent reading and whether the technique of the training has been developed in the light of these purposes.

It is possible to mention three types of silent reading. One is of the type that we have just described. The second is

that reading on the part of the pupil which he does when given a problem to solve concerning which he must gather a quantity of facts from books. In this case his reading is not vicarious experience of the type which we have been emphasizing, but it is research in connection with some problem. The primary interest appears to be in the problem, not in the reading itself. This is a type of silent reading which needs to be fully developed in connection with the problem-work of several studies. In the third type of silent reading children are trained to look through and take in as rapidly as possible the essential features of a paragraph or a series of paragraphs. Whereas the other two types of training must of necessity be individual, this type is one that can be handled class-fashion.

The third is the type actually observed in the Indianapolis schools. The plan seems to be practically universal in the upper-grade classes. The pupils read the paragraph rapidly and silently and then are questioned as to their comprehension of the thought. It is a method of enforcing rapid reading; of analyzing the essential ideas within the paragraph; of marshaling these ideas so that the pupil may have the information available. In certain classes there was observed an exceptionally superior method of testing the group's comprehension of the paragraph by means of certain types of problem-study rather than through simple reproduction. This type of drill appears to have a proper place in any well-organized plan of training pupils in methods of study. They need to be rather thoroughly drilled in this rapid comprehension and organization of the material in a paragraph. Where this is best done in Indianapolis, it is very well done indeed. But while commending this type of work, we must call attention to the serious deficiency in the development of the technique of training in and for silent reading of the other two types. Both are inadequately developed. In the diminu-

tion of amount of time for the reading classes, one of the things accomplished has been the provision of a somewhat larger relative amount of time for the silent reading in connection with the other content subjects. So far as this is the case and so far as the experiential side of these various subjects is developed, the plan is to be commended.

Oral reading of the traditional type receives deservedly in Indianapolis much less attention than is the case in cities in general. This is to be commended. But there still remains a certain place for oral reading. We must first distinguish between the oral reading to the class by the teacher, or by some specially competent pupil, and the oral reading on the part of the members of the class in general. If we take up this latter phase first, it appears that there are about three legitimate places for oral reading:

1. There are reasons for thinking that in a democracy individuals should be able to express thought to an audience, small or large. They should have some power to do this without book or manuscript; but it is advisable often to use books or manuscripts. They may present their own thoughts which they have written out or they may borrow the thought of another and present it in his words. Oral reading, it would appear, should be given as an aspect of public speaking, and perhaps for the most part it should be the children's reading of their own reports on various topics of which each upper-grade child should write a goodly number during any school year.

2. A second purpose of the oral reading is the reflex effect upon the reader himself. This is well expressed in a paragraph borrowed from the St. Louis "Course of Study on Reading":

The experience of reading aloud is the source of great pleasure and satisfaction to elementary-school children of all ages, whenever the teacher minimizes his interference through prescription or criticism of petty formalities and allows the reader's initiative to come freely into play, and whenever

the content of the text is within the possible range of his interest and sympathy. Indeed it may become a more significant means of self-expression even than composition itself, at the ages when technique and vocabulary of both oral and written speech are lagging behind the potential capacity to think and feel. Surely the way is being cleared to self-realization whenever a young reader finds himself voicing formulated expression of emotions that he may have been confusedly conscious of or timidly hesitated to acknowledge; uttering definite principles of thought and action that life for him has not yet crystallized into conviction out of his wandering impulses. The realization that what he uncertainly thinks and feels has not only the approval of society but has a significance great enough to warrant its expression by seer or poet, may have a stabilizing effect almost miraculous upon his self-understanding and his self-respect. Courage to voice one's thought, and effectiveness in the manner of doing it, are valuable social assets; the oral-reading exercise is serving no insignificant purpose in developing them.

3. The third place for the oral reading is in the primary grades. Silent reading is a very artificial exercise; oral reading introduces the familiar element of speech. Speaking the words as they are read gives massiveness to the thought of the child. His oral reading is not, and at this earliest stage should not be, mainly for the purpose of passing the thought on to others. It is primarily for the purpose of giving substantiality to his own experience. For this reason it is questionable whether teachers in the beginning should give so much time as they usually do to the development of oral "expression" in the reading of the primary pupils. Their purpose at the time is to get the thought for themselves, not to pass it on to others. After they have acquired some speed and facility in getting the thought from the printed page and in entering into the reading experience for themselves, they may well have the chance also of passing the thought on to others. This type of oral reading here said to be appropriate to the primary grades should be discontinued as soon as the pupils have sufficiently mastered the technique of reading to be able to enjoy the book through silent reading. Too much oral reading is

an obstacle to the development of a proper speed in silent reading.

These purposes, especially the first two of them, are here enumerated in connection with the materials of reading because the ends in view must determine the types of reading materials that can be used for the purposes. Not just anything found in the reading or the supplementary books will serve.

Turning now to the other side of the problem, no example was observed of the teachers reading a selection uninterruptedly to a class; and yet this seems to be a desirable type of experience. Through much and varied reading, pupils will develop unconsciously a wide reading vocabulary. This reading vocabulary tends gradually to become their speaking vocabulary; but they need to have their pronunciation accurate. This reading vocabulary is usually very much wider than that which the teacher has an opportunity to use before them in the classroom. It is well, therefore, that they learn their pronunciation mostly unconsciously through the frequent hearing of the pronunciation as selections are read by the teacher.

In the development of proper oral-reading habits on the part of the pupil, there is no experience he can have that is more beneficial than the frequent hearing of good reading on the part of the teacher while he has a copy of the same book before his eyes. Just as one learns the melody of a new song from hearing it a number of times, so he will get the lilt, the sentence-accent, the speed, etc., of good oral reading better from hearing it in this way than through any amount of teacher's directions, teacher's corrections, etc.

And then there is "the social value that develops when many minds of a group concentrate their attention on a common object and are moved by the waves of a common emotion. There are elements of inspiration in community of attention. There is a peculiar intensity in community of interest. New

facts are added to the individual's insight by his being a part of a new mind-of-the-group."

In most of these cases of the teacher reading to the class, it is well that the pupil have at the same time the book before him. Of course the reading may well be done by some specially competent pupil, but it should be done with such complete absence of interruption that nothing interferes between the pupils of the class and their vision of the things presented by the reading.

When one defines the purposes to be achieved by this oral reading on the part of the teacher, it can easily be seen that not just any printed matter will serve. It will require a good deal of care to make those selections from which the greatest values can be obtained.

In the acquisition of the mechanics of reading in the first grade, the classes of the city appear to read on the average about four of five primers and first readers. In certain schools the pupils read the seven that are furnished. In our more progressive cities, however, the more successful classes at the present time read ten, fifteen, and even twenty sets of primers, first readers, and other supplementary reading books during the first year.

For the first grade the schools ought to have not fewer than eight or ten sets of books, the stories of which do not greatly duplicate each other; and then at least twenty or thirty other titles in library copies for individual reading. Some of the best training now done is accomplished, after the children have got a start, in connection with this reading of individual books. It has been found easy to motivate a large part of the class to make effective use of them.

One of the problems confronting the city relates to the mode of providing the books necessary for a proper reading program. The books should really be provided in a number of ways:

1. Many books for each grade in each of the various fields should be supplied in sets so that they can be used class-fashion. These readings should present the minimum essentials. Taking care of them class-fashion is usually less time-consuming for the teacher than the direction of individual reading. Economy can be effected by having the books carefully adapted to the maturity of the pupils so that they can be read rapidly. Children's books are worn mostly not during the hours when they are sitting quietly reading them in ways desired, but in the mishandling they receive while the pupils are dawdling or playing and not reading them. Economy can also be effected by devising a system of circulation of the sets of books so that they can be used in eight or ten buildings during the course of a year. Naturally, deterioration will be more rapid than if they were standing upon the shelves nine-tenths of the time; but it is not economy to have nine-tenths of the investment idle all of the time. There is some deterioration even when they are idle. And, what is more important, books grow obsolete. There are now a good many books in the schools that ought to be displaced by better ones that are now available; but books involve expense, and there is the feeling that they should be used until they have been consumed. The continuing use of such obsolete books represents educational malpractice; yet it is felt that it must continue until the books are used up. With a system of circulation of sets of books, they would be consumed by the time that they were obsolete. Further, the city would find itself possessed of only eight or ten sets of an obsolete book even if they were not entirely consumed; and this number could be distributed about the city for the building libraries.

2. Every room within every building should have a room-library of specially selected books carefully adapted to the children of that room. In such libraries there would usually be only one book of each title, though occasionally there might

be duplicates for some special reason. This permanent room-library should represent the minimum essentials of what children in general should be expected to cover in their individual reading during the course of their term in that room. Naturally, the selection should be considerably wider than would be expected of any individual pupil, in order to allow for differences in individual tastes and abilities. This room-library should give opportunity to the pupils for a far more extended reading than is provided in the class sets.

3. In going beyond the reading provision of these two types, it is probable that the opportunity should be largely provided through the city public library. At the present time the public library has a branch upon the school grounds at certain of the buildings. Such branch libraries should be able to develop cooperative methods of placing before the children any desirable additional reading opportunity. As new school buildings are constructed in the city, probably the branch library facilities should be included within the school building itself. The methods employed at Grand Rapids, Michigan, present a practical example of the cooperative arrangement that should obtain in every American city. This cooperative movement is already well under way in Indianapolis, and the administrative situation is very promising. The thing needed is much further development of the good work that has already been begun.

At the present time there is an unusual degree of uniformity in the reading supplied to the different buildings. And yet in a system including white schools and colored schools, those for immigrants and native Americans, those in industrial districts and those in professional residence districts, schools in well-to-do regions where a large proportion of the children secure a considerable reading experience without the school's help and, on the other hand, schools in the poorer districts where practically all of the reading experience is dependent

upon the help given by the school—in such varied situations, it is very improbable indeed that a uniform set of readings should be used. We recommend that reading supplied any school be selected in the light of the needs of the children within that building without any reference whatever to the needs of children in other buildings.

The actual quantity of the reading materials supplied is considerably less than that which appears to be indicated by the long list of readers and supplementary books. The best of many of the supplementary books is reproduced in the readers. Examples are: *The King of the Golden River*, *Robinson Crusoe*, *Hiawatha*, *Snow-Bound*, *Christmas Carol*, *Man without a Country*, *Sketch Book*, *Wonder Book*, *Tanglewood Tales*, etc. Readers also duplicate each other in a very considerable measure. Longfellow's "Village Blacksmith," for example, is to be found in not fewer than six of the books. This is an extreme case. But there are certain stories and poems that appear to be presented with most unnecessary frequency. This difficulty is to be overcome through the elimination of the readers and the use of wholes for the longer stories and of standard collections for the shorter ones and for the poems.

In a number of the readers, many selections were found that would not be chosen by either teachers or supervisors for reading of the class if they were to be chosen upon their merits. The adoption of a text-book brings in a drag-net collection of reading materials ranging all the way from excellent to entirely valueless and inappropriate. The city is thus investing in things that it does not need. The elimination of the text-book eliminates this difficulty. The question should not be, "Is the selection in the reader good enough to use?" but rather, "What types of reading are demanded by the controlling purposes and what are the best available selections for the purposes in question?"

Since the text-books are assigned, teachers often assume that all of the selections in the text are appropriate for the work. But, as a matter of fact, many are very inappropriate, many are useless, and teachers should not be required to wear themselves out in trying to develop interest in things not appropriate to the needs and interests of the children.

One of the serious criticisms to be made of the work of the schools observed was that there was too much teaching, and not enough reading on the part of the pupils. Such a mistake appears to be largely due to the difficult character of a large portion of the selections.

One of the most needful things for promoting the efficiency of the teaching or the supervision of any subject within a school system is a statement to which everybody can have access as to what constitutes good teaching of that subject. We believe, therefore, that supervisors and teachers of the city of Indianapolis should draw up a schedule which states clearly the dominant and the secondary purposes of the reading training together with an itemized statement of the characteristics of efficient training in this field. At the present time there is no such statement for the guidance of teachers and supervisors. It is not possible for an outsider, not familiar with the details of the situation, to state in any detail what should be included in any such statement. It should be drawn up by those who are responsible for the work. We here present, however, a series of recommendations which was recently drawn up cooperatively by the members of one of my advanced university classes in school supervision. It is not recommended for acceptance, but only as a suggestion as to the sort of thing which any city ought to draw up for itself on the basis of its own judgments.

READING RECOMMENDATIONS FOR UPPER GRADES

It is recommended:

1. That the reading course be primarily designed to extend the thought and experience of the pupils to things beyond their immediate environment.
2. That silent reading be the method usually employed for this purpose.
3. That the translation of the thought and experience obtained from reading into oral expression for the purpose of passing it on to others (i.e., oral reading) be of secondary consideration.

SILENT READING

4. That the content of the reading be chosen so as to give the pupils width of vision over, and depth of insight into, all important fields of human affairs.

5. That all reading done by pupils be taken into account in considering their training in reading.

6. That the reading side of all subjects be fully developed.

7. That most reading be for the sake of *having experience*, and not for the purpose of learning things in the sense of memorizing facts.

8. That the reading experience be adapted to the degree of maturity and the previous experience of the pupils.

9. That those responsible for the reading content be fully conscious of the purposes to be served.

10. That the content of the reading be chosen with definite relation, on the one hand, to the purposes to be served, and, on the other, to the characteristics of the children.

11. That out-of-school reading be considered educative experience as fully as intra-school reading; that pupils be given credit for such reading; and that through the system of crediting and otherwise the outside reading be supervised by the schools.

12. That pupils be trained in the technique of silent reading so as to secure effectiveness and economy in the maximum possible degree.

13. That reading materials be so graded in degree of difficulty that the gradient is imperceptible.

14. That there be an *abundance* of reading experience covering in a *balanced* way all important fields of human experience.

15. That the quantity of reading material available be much greater than can be covered by any single pupil, however capable, in order to provide for all desirable types of personal tastes, desires, and appetites.

16. That minimum essentials which are to be covered by all be selected upon a basis of common needs, and furnished in sets of books large enough to

supply all pupils of a class at the same time, for the sake of administrative effectiveness and economy.

17. That other sets of reading be chosen for special groups of pupils and supplied in sets large enough for these groups.

18. That readings beyond these minimum essentials be supplied in library copies sufficiently numerous to meet the demand.

19. That the children's reading habits be developed in connection with four types of library: (1) the room-library in charge of the classroom teacher; (2) the school or building library, in charge of building librarian, preferably a branch of the public library, and open certain hours in the week if not all the time; (3) the central public library; (4) the libraries in the homes of the pupils.

20. That reading be always motivated in ways of which the teacher is conscious: human interest in the story; use of reading for problem-solving; getting information for pupil reports; etc.

21. That the teachers have a conscious technique for intensifying the motive actuating the pupils, and for stimulating them to read sufficiently.

22. That, as pupils grow sufficiently mature to understand, they be informed as to the various values and purposes of different types of reading; that they be stimulated to make application of this knowledge in their reading choices; and that in terms of this knowledge they be required to justify their choices.

23. That, in connection with their reading, pupils be trained to make sufficient and normal use of reference helps, dictionary, atlas, gazetteer, handbooks of literary reference, etc.

24. That reading selections be used for *reading experience*, not for literary analysis, and not as things to be learned, recited, and examined upon.

25. That discussion, class work, etc., in connection with reading, be for intensifying, extending and socializing the reading experience.

26. That the books in their mechanical make-up be adapted to the pupil's needs: clear print of proper size; proper length of line; proper spacing of lines; paper surface free from glare; no visual confusion due to "print showing through"; etc.

27. That attention be given to the proper posture of the pupils in their silent reading.

28. That for the sake of speed in silent reading the following conditions be observed:

a) Reading to be strictly silent, not semi-articulatory.

- b) Reading materials to be easy so that pupils can take in the thought rapidly and without hesitation.
- c) Reading to be copious in quantity from the first grade onward.
- d) Pupils to read straight ahead in the first reading of anything without interruption of any kind.
- e) Flash-cards or their equivalent to be used in the intermediate grades for increasing the attention span.

ORAL READING

29. That the *purposes* of oral reading be carefully defined as a basis for laying out the course and for selection of methods; and that all materials and methods be then justified in terms of the purposes.

30. That oral reading be looked upon as a double process: (1) reading in the strict sense of *getting thought* from the printed page; (2) giving out the thought by expressing it orally in the same words as those read. (The oral portion of the act is *oral expression*, allied to conversational speech, oral recitation, and public speaking, rather than to reading. It accompanies and parallels the reading, but, strictly speaking, it is not reading.)

31. That the oral expression be used in the case of certain selections, for intensifying the reading experience on the part of the reader; and for socializing the experience.

32. That facility in oral expression be largely developed through oral presentation of written reports, addresses, plays, etc.

33. That effective "expression" be secured mainly by intensifying the reading experience on the one hand, and on the other by intensifying the motives or desires on the part of the speaker to make his thought and experiences as clear as possible to the listeners.

34. That in the oral translation of his reading experience the pupil usually have an opportunity to express things as *wholes*; that only where selections are read by a class as a group, for the sake of intensifying and socializing the group-experience, shall there be piecemeal reading by the different pupils; and that no interruption be made for the sake of correcting pupils' mistakes.

35. That errors of pronunciation, enunciation, sentence-accent, character of voice, position, etc., be noted for each individual pupil; and that through conferences and special class-exercises pupils be made conscious of these errors and watchful against their occurrence.

36. That the errors of oral expression of the individual members of the class be listed by pupil-committees acting in relays; that it be done entirely unobtrusively, showing only in the written lists prepared by the committees;

that each individual list be given to the pupil concerned and to the teacher.

37. That oral reading by individual pupils to the class be entirely omitted when it cannot be made of large educational value to the listeners.

38. That the teacher give at least as much attention to the educational experience of the listeners while one is reading orally as to that of the reader.

39. That corrective oral drill for those who have special difficulties be taken care of individually or in small groups by the teacher or by proficient student-helpers.

40. That in the grades beyond the primary after a just and sufficient amount of effort has been made to bring the oral expression of any pupil up to desired level, if results are still unsatisfactory, the pupil be classified as one who will probably have little occasion to use oral reading in his life-affairs, and that teachers be content to leave the pupil upon a low plane of proficiency.